

FEDERAL REQUIREMENTS UNDER IDEA 04

Demonstrating positive outcomes
for young children and their
families

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State Performance Plan (SPP)

- **Builds on** self-assessment and improvement planning
- **Emphasizes** high expectations and similarities with No Child Left Behind
- **Highlights** the importance of
 - stakeholder involvement
 - Data based decision making
 - Purposely planning for improvement

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Timed

- Six year plan (2005-2011)
- Intermediate (annual updates)

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The 14 Birth to 3 Indicators

- Refer to Handout 2

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Data Verification

- Refer to Handout 3

Handout 3 is DDES Information Memo 2006-16 issued 7/31/06:

Birth to 3 Indicators for Federal Reporting.

To access the Memo, click on the following link:

http://dhfs.wisconsin.gov/dsl_info/InfoMemos/InfoMemos_2006.htm

If that doesn't work, cut and past the link to your internet browser.

Note: There is also an attachment to the Memo, found at the same location, which will also be referred to during the WisLine.

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Birth to 3 Family Survey

- Refer to Handout 4

For Handout 4, cut and paste the following internet address, and print the Family Survey Form from the Early Childhood Outcomes website:

<http://www.fpg.unc.edu/~ECO/pdfs/fosdec-20-2005versionPartC.pdf>

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The Child Outcome Process - -

- IS a decision-making process
- IS way to reduce complex information to a common scale, using a rating process based on available information
 - Uses a team process to share information
 - Emphasizes on-going assessment

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Child Outcome Indicator

- *For Part C (Birth to 3) in IDEA 04*
“All infants and toddlers with disabilities receiving special education and related services will improve their early language/communication, social-emotional skills and use of appropriate behaviors to meet their needs.”

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Key Concepts

- Overall goals for all children
 - to function successfully in home, school and community
 - to function at the level of their typically-developing, same-age peers
- Focus on function
 - Interrelation among areas of development - not specific developmental domains
 - Use of skills in context

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Child Outcome Areas

- **Positive social-emotional skills** (including social relationships);
- **Acquisition and use of knowledge and skill** (including early language/communication and early literacy);
- **Use of appropriate behaviors to meet their needs**

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Child Indicators

- **Achieved or maintained** functioning comparable to same-aged peers
- **Improved** in their functioning
- **Did not improve** in their functioning

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Wisconsin's Approach

- Builds on existing practices and Wisconsin Model Early Learning Standards
- Emphasizes the same child outcome areas from Birth to age 6
- Builds on the Birth to 3 team planning approach
- Respects diversity among Wisconsin counties

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Child Outcomes Summary Worksheet

- Refer to Handout 5

For Handout 5, cut and paste the following internet address, and print the Birth to 3 Child Outcomes Summary Worksheet from the Collaborating Partners website:

(Handout #18)

http://www.collaboratingpartners.com/Early_OSEP.htm#forms

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Implementation Timeline

YEAR 1 2005-2006

- 18 counties and 14 school districts participate in year 1: 2005-2006 activities.
- Sites collect data for all children entering between February 1 and April 30, 2006.
- Birth to 3 Programs report Child Summary rating to DHFS in August 2006.
- Year 1 data reported to OSEP by February, 2007.

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Implementation Timeline (cont.)

YEAR 2 2006-2007

- July 2006 – June 2007: Year 1 programs collect exit data on children that have been in the program for 6 months and have entry data.
- Between August 2006 and June 2007: Year 1 counties may continue to collect entry data on new children; they may also review their process and consider modifications to improve the process.
- Beginning July 2007: All counties collect entry data for all children.
- Beginning January 2008: All counties collect exit data for all children who have been in the program for 6 months and have entry data.
- Baseline data (entry and exit for Year 1 programs) will be reported to OSEP in February 2008.

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Training to Date

- Videoconference training: "Wisconsin's Children Moving Forward" April 2006 for Year 1 counties and school districts
- Statewide Assessment Conference May 2006 in Waukesha
- Questions and answers posted on Collaborating Partners Website

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Future Training

- Updates and input from first Year 1 counties at fall 2006 regional meetings
- In-depth training during spring 2007
- Additional training on assessment tools

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Technical Assistance

- Ongoing technical assistance is provided by Child Outcomes Regional Teams including RESource staff:
 - Kathy Boisvert, Western Region
 - Rene Forsythe, Northeastern Region
 - Meredith Green, Southern Region
 - Melissa Velez, Southeastern Region
 - Karen Williams, Northern Region
 - Julia Herwig
 - Karen Wollenberg

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Role of Stakeholders in the SPP

The SPP must describe and include:

- Process for obtaining stakeholder input
 - Broad Stakeholder process **must**, at a minimum, indicate input from the
 - State Interagency Coordinating Council (Part C). The ICC **must** sign off on the APR if it is being used as the annual report.

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Reporting to the Public

- Statute: 616(b)(2)(C)(ii)(I)
PUBLIC REPORT- The State shall report annually to the public on the performance of each local educational agency located in the State on the targets in the State's performance plan. The State shall make the State's performance plan available through public means, including b posting on the website of the State educational agency, distribution to the media, and distribution through public agencies.

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Reporting to the Public (continued)

- Report language: "The Conferees believe that accurate decision making with regard to enforcement of the IDEA is required in order to: (1) ensure that federal dollars are being spent productively on education, and, (2) to ensure that monitoring and enforcement is administered fairly. It is our expectation that state performance plans, indicators, and targets will be developed "with broad stakeholder input and public dissemination."

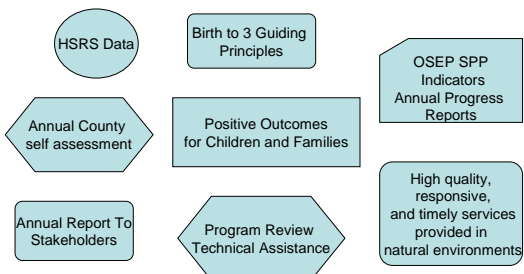
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Administrative Rule Requirements

- Chapter HFS 90
(2) RESPONSIBILITIES. A county administrative agency shall ensure that all of the following are done:
 - (a) Parents, representatives of agencies that refer, evaluate or provide services to young children and their families in the community and other interested persons are involved in planning, development and operation of the early intervention service system;

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The Big Picture



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